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BOOK NOTES AND REVIEWS

HISTORY OF CHEMISTRY. Francis P. Venable. Kenan Professor of Chemistry in the University of North Carolina. Published by D. C. Heath & Co., Boston. 168 pages.

The first edition of this book appeared in 1894, and the number of editions which followed testify to the excellence of the work and to its favorable reception by teachers and students of chemistry. Few revisions or additions had been made in these editions, which were largely reprints. The constant demand for a short and accurate chemical history has induced the author to rearrange the text so as to make room for an account of the recent advances in science. The book is frankly intended for those who are unable to devote the time which would be necessary for a study of the larger treatises on the subject.

The History of Chemistry falls into periods. The early period is treated in five chapters, (1) the beginnings, (2) early development, (3) the dark ages, (4) the middle ages, and (5) the chemistry of combustion. This period of mysticism and of alchemy ends with 1786, when the phlogiston theory of combustion was overturned by Lavoisier. The next period saw the introduction of the modern scientific method, the rise of the atomic theory, and the recognition of relationship between the different atoms, which resulted in the periodic arrangement of the elements. These are taken up in six chapters: (6) the new chemistry, (7) the foundations, (8) the atomic theory, (9) the atomic weights, (10) the nature of the elementary atom, and (11) affinity, the atomic attractive force. Out of these have followed many collateral lines of scientific investigation which are taken up in five chapters: (12) growth of inorganic chemistry, (13) the development of organic chemistry, (14) further theories as to structure, (15) physical chemistry, and (16) biochemistry. Finally, there is a brief account of radioactivity with its important evidence on atomic structure, bringing the history right up to date.—J. M. BELL.

YOUR PROBLEMS AND MINE. "A CASE BOOK FOR TEACHERS AND PARENTS." By J. K. Stableton. Public School Publishing Company, Bloomington, Illinois, 1922. 8 mo. Pp. 274.

This volume, as its sub-title indicates, is a case book for teachers, parents and others who are engaged in the guidance of youth. The case method of teaching involves the illustration by concrete example, of some principle fundamental to education. This Mr. Stableton has undertaken to do in the work under discussion.

For instance, in Chapter Two he discusses *A Few Characteristics of Youth, with Concrete Cases.* Here

he not only reminds us that adolescent boys and girls are undergoing a physical change so great that some psychologists call it a "second birth," but he also gives from his "case book," examples of youths who have under his care passed through this wonderful but difficult part of their lives. In this way many of the most important pedagogical problems and principles are discussed and illustrated.

The purpose of the book is twofold. It emphasizes the great importance of child study for all who have to do with the guidance of youth, and it shows that "the teacher, the parent, or anyone who would rightly direct child life should make a study of himself to see if he has the right attitude towards youth."

To accomplish these purposes the author has drawn upon a knowledge of psychology gained by study and research; and upon an experience rich in such life problems as a school superintendent daily meets and strives to solve.

The book is then a sincere and interesting exposition of various ways of handling disciplinary problems. It should prove a suggestive and valuable book for all teachers, but especially to those just beginning in the profession.

The appendix has been prepared with a view to using the book for reading circle work, for which it is well suited because of its valuable pedagogical matter, and also because its acquaints us with a real teacher. For Mr. Stableton through revealing his methods of work has shown us himself.

The fact that there is no index; and the fact also, that although the author has drawn very largely on the work of others, he has not at places where direct quotations are made, or elsewhere except in the preface, given credit to writers whose works he has quoted; detracts somewhat from the scholarly character of the book.—MRS. H. F. LATSHAW.

THE RURAL COMMUNITY. By N. L. Sims. Charles Scribners Sons, 1920. Pages VI + 916.

This volume has been compiled for the purpose of making more easily accessible to those who are interested in the social life of rural communities a body of excellent material on rural life and rural education. It is a valuable volume for the use of college students of the subject and for the general reader as well. For the student it must be used largely as reference, but it permits the use of the so-called "case method" of study. The book is divided into three parts: the ancient community, the modern community, and community reconstruction. The first part